



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2728 E. Shea Blvd., Phoenix, AZ 85028

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Dan Knak
Schedule : 07:30 AM to 03:30 PM
Grades : 7-8
Web Address : epage.pvUSD.k12.az.us/shmsweb/home.html
Phone Number : (602) 493-6440
Fax Number : (602) 787-0915
E-mail : dknak@pvschools.net

Mission

The Shea Middle School community appreciates the worth of every person, promotes respect for each individual, and dedicates itself to the growth and development of students. Fundamental to the philosophy and mission, faculty and staff commit their energies to student growth and development in the areas of intellectual and personal development, educational and personal adjustment, citizenship, social development and physical growth.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the number of students achieving at the meets or exceeds levels on the AIMS test.
- ü Increase self-awareness and opportunities to achieve for all students.
- ü Increase the professional development opportunities based on the prioritized needs of students and relevancy.
- ü To strengthen parent/community communication and involvement in school programs.

Enrollment

October 1, 2005 School Year Student Enrollment : 867
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- Ü Interdisciplinary Teams
- Ü Technology Integration
- Ü On-site Special Education
- Ü Honors Classes
- Ü English Block scheduling
- Ü CD and ED classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Shea is committed to providing an academically challenging and personally enriching educational experience for students in a safe learning environment with appreciation for the important role of parents in the education of their children.

Parents

To be partners with the school for student success, parents need to ensure that children are prepared to learn by sending them to school each day on time, well-rested, well-nourished, appropriately dressed and with the materials needed for success.

Transportation Policy

The Paradise Valley District Transportation Policy allows for bus service to middle school students who live more than 1.5 miles from the school. Transfer students who live outside this radius must supply their own transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona Technology Teacher of the Year	2000
Ü Regional Middle Level Art Teacher of the Year	2003
Ü Apple Distinguished Teacher Award	2004
Ü CAMLA Teacher of the Year	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	397	2578	78546	93	97	97	564	558	543	4	9	15	10	12	18	66	58	52	19	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	201	1246	38645	97	97	98	559	560	545	3	8	13	11	12	18	70	60	54	15	20	15
Male	195	1328	39792	90	97	97	568	557	542	5	11	17	9	12	17	63	57	50	24	20	15
African American	11	82	4205	92	92	97	558	541	524	NA	7	22	NA	18	22	73	67	49	27	7	7
Hispanic	53	515	31177	91	95	97	534	521	524	13	24	22	23	23	23	58	47	48	6	6	7
Asian/Pacific Islander	NC	67	1940	NC	99	99	NC	583	580	NC	NA	5	NC	13	9	NC	49	53	NC	37	33
American Indian/Alaskan Native	NC	34	4689	NC	94	95	NC	539	515	NC	21	28	NC	24	25	NC	38	43	NC	18	4
White	317	1878	36450	94	98	97	569	569	563	3	6	7	7	9	12	69	62	57	21	24	23
Students with Disabilities	29	226	8093	53	75	82	539	501	489	10	41	50	21	22	24	62	35	23	7	3	2
Students without Disabilities	368	2352	70453	99	100	100	565	563	549	4	6	11	9	11	17	67	61	56	20	22	16
Limited English Proficient Students	11	162	9323	100	94	94	502	483	491	36	56	47	18	22	28	45	21	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	87	649	34694	86	93	96	534	526	524	9	19	23	25	22	23	60	54	48	6	5	7
Non-Economically Disadvantaged	310	1929	43852	96	99	99	572	569	559	3	6	10	6	9	13	68	60	56	23	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	402	2617	79045	95	98	98	535	526	512	3	7	10	13	19	25	74	64	58	10	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	201	1261	38860	97	98	98	539	534	519	2	5	7	12	15	22	71	66	62	14	14	8
Male	200	1351	40075	92	98	97	530	518	505	4	8	12	14	22	28	76	63	54	7	7	6
African American	12	87	4250	100	98	98	545	515	500	NA	6	12	17	29	31	58	56	54	25	9	3
Hispanic	55	527	31314	95	98	98	501	491	493	13	19	16	24	33	34	62	45	48	2	3	2
Asian/Pacific Islander	NC	67	1949	NC	99	99	NC	541	536	NC	4	4	NC	10	15	NC	66	66	NC	19	15
American Indian/Alaskan Native	NC	36	4719	NC	100	96	NC	508	489	NC	14	15	NC	25	39	NC	50	45	NC	11	2
White	318	1897	36730	94	99	98	540	535	532	1	3	4	12	14	16	76	70	68	11	13	12
Students with Disabilities	32	263	8552	58	87	87	490	469	463	9	30	35	50	38	40	41	30	23	NA	2	1
Students without Disabilities	370	2354	70493	100	100	100	539	531	517	2	4	7	10	16	24	76	68	62	11	12	8
Limited English Proficient Students	11	167	9355	100	97	95	469	448	456	27	47	37	36	42	48	36	11	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	89	667	34922	88	95	96	511	495	493	9	15	15	21	32	34	66	49	48	3	3	3
Non-Economically Disadvantaged	313	1950	44123	97	100	99	541	536	527	1	4	6	11	14	18	76	69	66	12	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	425	2661	79657	100	100	99	583	579	566	2	2	3	2	4	8	95	92	87	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	208	1280	39120	100	100	99	595	591	580	0	1	2	1	2	4	96	95	92	2	2	2
Male	216	1378	40423	100	100	98	572	568	553	3	3	5	2	7	12	94	89	83	0	1	1
African American	12	88	4290	100	99	99	606	577	560	NA	5	4	NA	1	9	100	92	86	NA	2	1
Hispanic	58	543	31642	100	100	99	561	553	552	3	6	5	3	10	11	93	83	84	NA	1	0
Asian/Pacific Islander	NC	68	1948	NC	100	99	NC	591	589	NC	1	1	NC	3	3	NC	96	91	NC	NA	4
American Indian/Alaskan Native	NC	36	4760	NC	100	97	NC	576	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	338	1925	36929	100	100	99	586	586	579	2	1	2	1	3	5	95	94	91	2	2	2
Students with Disabilities	52	302	9069	95	100	92	551	529	508	6	5	11	6	21	30	88	71	58	NA	3	1
Students without Disabilities	373	2359	70588	100	100	100	588	585	573	1	2	2	1	2	5	96	94	91	2	2	1
Limited English Proficient Students	11	175	9521	100	100	96	493	499	507	18	15	13	9	27	24	73	57	63	NA	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	100	693	35341	99	99	97	565	558	551	4	5	5	3	8	12	92	86	83	1	1	0
Non-Economically Disadvantaged	325	1968	44316	100	100	100	589	586	578	1	1	2	1	3	5	96	93	90	2	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	373	2561	78400	92	97	97	563	568	554	11	14	21	18	16	19	60	52	47	12	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	191	1281	38686	92	96	98	564	568	554	12	13	20	18	17	20	60	54	49	10	16	12
Male	182	1277	39636	92	98	96	563	569	554	10	15	23	18	15	18	59	51	46	13	19	13
African American	NC	77	4193	NC	97	97	NC	536	533	NC	29	32	NC	25	23	NC	43	40	NC	4	5
Hispanic	36	480	30732	78	95	97	545	530	534	25	34	31	19	23	24	44	39	40	11	5	5
Asian/Pacific Islander	NC	60	1827	NC	98	99	NC	588	594	NC	5	8	NC	15	12	NC	47	49	NC	33	31
American Indian/Alaskan Native	NC	26	4536	NC	93	95	NC	544	528	NC	19	35	NC	19	25	NC	58	37	NC	4	4
White	313	1916	37038	93	98	97	566	579	575	9	9	11	17	14	14	63	56	56	12	21	19
Students with Disabilities	22	222	7840	44	76	81	521	509	498	41	48	60	27	20	18	27	30	20	5	3	2
Students without Disabilities	351	2339	70560	99	100	99	566	573	560	9	11	17	17	16	19	62	54	50	12	19	14
Limited English Proficient Students	10	162	8956	100	93	95	NA	496	502	NA	65	56	NA	16	25	NA	18	18	NA	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	73	597	33014	83	92	95	539	533	534	25	30	31	27	24	24	40	42	40	8	5	5
Non-Economically Disadvantaged	300	1964	45386	95	99	99	569	579	569	8	9	15	16	14	15	64	55	52	12	22	18

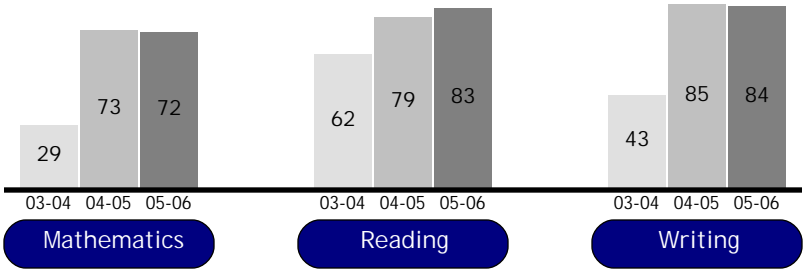
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	379	2627	79179	94	100	98	540	532	519	4	8	11	12	18	27	76	67	58	7	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	195	1309	38974	94	99	99	543	537	524	2	6	8	10	16	25	81	71	61	7	7	5
Male	184	1315	40124	93	100	97	537	528	513	7	10	13	15	21	28	70	62	54	8	7	4
African American	NC	77	4243	NC	97	98	NC	513	506	NC	13	14	NC	27	32	NC	55	51	NC	5	3
Hispanic	38	502	30987	83	100	98	516	494	498	11	22	17	21	33	36	66	44	45	3	1	1
Asian/Pacific Islander	NC	61	1832	NC	100	99	NC	533	543	NC	8	4	NC	16	17	NC	70	69	NC	5	10
American Indian/Alaskan Native	NC	29	4573	NC	100	96	NC	515	494	NC	3	16	NC	41	41	NC	52	42	NC	3	1
White	317	1956	37467	95	100	98	544	543	539	3	4	5	11	14	17	78	73	70	8	9	8
Students with Disabilities	28	287	8567	56	98	88	498	476	467	18	31	39	32	37	38	43	29	22	7	3	1
Students without Disabilities	351	2340	70612	99	100	99	543	539	524	3	5	7	11	16	25	78	71	62	7	8	5
Limited English Proficient Students	10	173	9013	100	99	95	NA	448	461	NA	56	40	NA	37	48	NA	7	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	76	622	33345	86	96	96	515	498	499	8	18	17	26	33	36	66	48	46	NA	1	1
Non-Economically Disadvantaged	303	2005	45834	96	100	99	546	543	533	4	5	7	9	14	19	78	72	67	9	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	387	2641	79734	96	100	99	559	566	554	2	2	3	14	13	19	84	85	78	0	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	198	1320	39243	95	99	99	572	578	568	1	1	2	7	7	12	92	91	85	1	1	1
Male	189	1318	40413	96	100	98	544	554	541	3	3	4	21	18	26	76	79	70	NA	0	0
African American	NC	78	4285	NC	99	99	NC	552	548	NC	3	3	NC	18	22	NC	79	74	NC	NA	0
Hispanic	40	507	31254	87	100	99	548	538	539	8	6	5	18	24	25	75	70	70	NA	0	0
Asian/Pacific Islander	NC	61	1837	NC	100	99	NC	569	579	NC	2	1	NC	11	9	NC	85	87	NC	2	2
American Indian/Alaskan Native	NC	29	4613	NC	100	97	NC	552	535	NC	3	4	NC	21	29	NC	76	67	NC	NA	0
White	323	1964	37668	96	100	99	560	574	569	1	1	1	13	9	13	85	89	85	0	1	1
Students with Disabilities	32	293	8943	64	100	92	522	515	495	9	7	11	25	40	51	66	50	38	NA	3	1
Students without Disabilities	355	2348	70791	100	100	100	562	572	561	1	1	2	13	9	15	86	89	83	0	1	0
Limited English Proficient Students	10	177	9138	100	100	97	NA	480	492	NA	18	13	NA	50	46	NA	32	40	NA	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	78	633	33718	89	98	97	547	541	538	3	4	5	18	24	26	79	72	69	NA	1	0
Non-Economically Disadvantaged	309	2008	46016	97	100	100	562	574	567	2	1	2	13	9	14	85	89	84	0	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	99	65	NA	54	100	57	57	50	95	70	65	54
	Language	98	65	69	58	100	61	61	52	100	70	68	58
	Mathematics	99	72	73	62	100	57	59	50	94	68	65	54
8	Reading	99	61	NA	55	100	63	59	51	94	70	67	58
	Language	98	57	62	52	100	59	58	50	95	67	65	56
	Mathematics	99	69	71	61	100	61	63	53	93	68	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Performance Assessment
- Ü Student Dress and Decorum
- Ü AIMS Issues and Communication
- Ü School Safety Issues
- Ü Staff Development
- Ü Budget Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	14.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	3	1	0	0
10 or more years	12	23	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

- Ü Seven Complete Computer Labs
- Ü Media/Technology Center
- Ü Video Production Studio
- Ü Gymnasium

Extracurricular Activities

- Ü Comprehensive Sports Intramurals
- Ü Academic Clubs
- Ü Competitive Sports Program
- Ü Recreational Clubs
- Ü Drama/Performing Arts
- Ü Instrumental/Vocal Music

Social Services

- Ü Breakfast/Lunch Programs
- Ü Mentoring Program
- Ü Student Growth Groups
- Ü Counseling Services
- Ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Shea has been chosen for the Golden Brush and Golden Web Award for our school web page.

ü 25% of student body involved in afterschool activities.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A safe and orderly campus where learning can take place is Shea's number one priority. A plan was developed intended to create deterrents to classroom/campus disruption and consistency in dealing with behavior issues.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

18

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dan Knak	(602) 493-6440
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Officer Kathy Fuller	(602) 493-6440
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Michelle Courtright	(602) 493-6440
Student Health/Nurse	Patty Clinger	(602) 493-6440

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.